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ABSTRACT

Materials from a training session on assessing teaching effectiveness via a clinical supervision model are presented. The historical development of classroom observations and instruments is summarized, and the five-step method of clinical supervision (Goldhammer, 1969) is detailed. One step toward the improvement of classroom instruction through clinical supervision is using a goal-setting conference to identify areas in which improvement is needed. Skills for developing instructional supervision, particularly in learning to distinguish between descriptive and judgmental statements, are also reviewed. Guidelines for good conferencing and questions for preobservation and postobservation conferences are given. Also included are worksheets for planning instructional improvement, writing a progress report, and conducting a self-assessment of conference skills. Strategies for analyzing and evaluating teaching effectiveness are listed. Objectives and worksheets are include for: (1) lesson design and development; (2) alternative strategies for teaching concepts; (3) alternative strategies for teaching generalizations; (4) alternative problem-solving strategies; (5) analysis and evaluation of teaching effectiveness through a microteaching lesson presentation; (6) a developmental performance rating scale for evaluating course assignment products; and (7) analysis and evaluation of the clinical teaching experience. Attachments describe the Reflective Inquiry Teaching Teams Project, with the help of three figures. (SLD)

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Strategies for Analyzing and Evaluating Teaching Effectiveness Using a Clinical Supervision Model

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Training Session Presented at the 1992 Annual Meeting, Mid-South Educational Research Association, November 11-13
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HISTORICAL DEVELOPMENT OF CLASSROOM OBSERVATIONS AND INSTRUMENTS

DATE	PURPOSE OF CLASSROOM OBSERVATION
Before 1900	• To inspect classrooms and control teacher behavior
1900-1930	• To measure and record behaviors exhibited by teachers and students.
1930-1950	• To collect data with newly developed observation techniques and instruments for research purposes.
1950-1960	• To enhance school administrator's assessment and rating of teacher effectiveness.
1960-1975	• To expand the use of observation instruments as a supervisory function.
1975-	• To emphasize the professional growth of teachers and their use of research-based effective teaching practices.

SOURCE: Lamb, M.L., & Swick, K.J. (1975). A historical overview of classroom teacher observation. The Educational Forum, 39(2), 239-247.

CLINICAL SUPERVISION: THE FIVE STEP METHOD

(with credit to Goldhammer, 1969)

STAGE ONE: PRE-OBSERVATION CONFERENCE

A. Establish rapport between the TSS and the ST.

B. Explain clinical supervision cycle to ST.

C. Discuss information on the lesson to be taught.

D. Discuss orientation of class and students.

STAGE TWO: OBSERVATION

A. Record exactly what takes place in the lesson.

B. Take detailed notes and/or data as required by the observation instrument.

STAGE THREE: ANALYSIS AND STRATEGY

A. Review notes with respect to the observation and pre-observation conference.

B. Prepare and use notes for feedback later in the post-observation conference.

C. Look for significant teacher patterns and critical incidents.

D. Decide on items to be discussed in the post-observation.

E. Arrange for conference setting.

STAGE FOUR: POST-OBSERVATION CONFERENCE

A. Briefly focus on information discussed in pre-observation conference.

B. Use a balance of positive and negative feedback.

C. Plan next observation, incorporating improvements identified.

STAGE FIVE: POST-CONFERENCE ANALYSIS

A. Evaluate conference strengths and weaknesses.

B. Assess skill in handling the total supervisory cycle.

"If you are not sure where you're going, you're liable to end up someplace else." Robert Mager

The major purpose of clinical supervision is to help student- teachers improve their classroom instruction. One step toward this goal is to use a goal-setting conference to identify areas of instruction in which a student-teacher needs improvement.

A supervisor might directly ask a teacher in what ways he or she would like to improve as a teacher, but this is not usually effective. Many teachers have not formulated self-improvement goals and feel put on the spot when asked to do so. A more useful approach initially is to assist the teacher in identifying concerns. A teacher who can indentify and verbalize concerns can usually take the next steps of examining the concerns objectively and solving them. There are a variety of questions that a supervisor might ask to guide the teacher's thinking about concerns. For example:

"How has your teaching been going?"
"Do you find you are having more success in one area than another?"
"Our goal is to help you do the best possible teaching. Are there any aspects of your teaching we should take a look at?"

No one question is better than another. The supervisor should be intent on helping the teacher reveal true concerns without feeling threatened. For example, some teachers feel that "individualization of instruction" is a safe concern, but discipline is not a safe concern. A teacher who mentions discipline problems may be perceived as incompetent, whereas a teacher who mentions individualization is likely to be perceived as well along the road toward being a master teacher.

Sometimes teachers find it helpful to examine a checklist or other instruments that will be used to evaluate their teaching performance. In showing the checklist to the teacer, the supervisor might ask, "Which of these areas do you think you're strong in? Which of these areas do you think we might take a closer look at as areas for improvement?"

Frances Fuller did a classic series of investigations at the University of Texas on teacher's concerns during training and in their professional careers. She found that the concerns of preservice teachers and new inservice teachers tend to focus on the self. The concerns of experienced teachers tend to focus on their students. Fuller's insights suggest the variety of teacher concerns to which the

supervisor must remain sensitive. As she notes, some of these concerns are easily verbalized by the teacher. Others must be solicited through careful questioning.

Translate the Student- Teacher's Concerns into Observable Behaviors

Helping a student teacher translate concerns into observable behaviors is one of the most important techniques of clinical supervision. A clinical supervisor needs to function as a diagnostician in the planning conference. Suppose a student teacher says, "I'm not sure I have the confidence to be a teacher." The teacher's expressed concern is lack of confidence, but the supervisor needs to probe further. Confidence may mean something different to the teacher than it means to the supervisor. In using the technique of translating concerns, the supervisor need to listen for the teacher's use of words and phrases that are abstract, ambiguous, or stated at a high level of generality. These typically are concepts that are one level removed from observable behavior. The following are examples of teacher statements that contain abstract or ambiguous words:

"I'm afraid I'm a dictator."
"To me the most important thing is for students to have a healthy self-concept."
There's just not enough time to cover everything I want to get across."
"I'm afraid I don't project warmth."
"I wonder if I am to critical of students."
"How do you reach these problem children?"

When you hear a student teacher use such terms to refer to a concern, your task is to clarify the terms so that they are stated in observable form. Here are examples of questions that might help the teacher state a concern more concretely:

"Do you know a teacher who projects warmth? What does she/he do?"
"What kinds of things do you do that make you think you're critical of students?"
"In what ways are these problem students?"
"Can you clarify what you mean by reaching problem students?"

The supervisor is free to use any questions or other technique that help the student teacher focus on abstract terms and clarify their meaning. A supervisor can judge success in translating concerns by considering this question: "Do I have enough information so that I can clearly observe the teacher's concern as it is expressed in his classroom?" Another good questions is "Do the student teacher and I mean the same thing when we use the term_____?" If your answer to both questions is a

confident yes, this is a good indication that you are using the technique properly.

Instructional concerns typically involve two types of behavior: pupil and teacher. Sometimes pupils are doing things the teacher doesn't want them to do (negative behavior), or they may not be doing what the teacher wants them to do (absence of positive behavior). Similarly, the teacher may be doing something he or she doesn't want to do (negative behavior), or not doing something he or she believes ought to be done (absence of positive behavior). Questions such as the following may help the student teacher and supervisor focus attention on observable actions and determine behaviorally what the specific concern is:

What are the pupils doing that you don't want them to do? What are you doing that you don't want to do?

What should the pupils being doing instead? What should you be doing instead?

What are students not doing that you would like them to do? What are you not doing that you would like to do?

How many students are or are not doing it?

How often should the students be doing this? How often should you be doing this?

Several research studies have been done to clarify the meaning of key concepts in teaching. For example, Bush, Kennedy and Cruikshank conducted a study to determine the observable referents of teaching clarity. Their approach was to alsk students to list five behaviors performed by their clearest teacher. They were able to identify the following observable behaviors underlying the concept of clarity:

* gives examples and explains them

* repeats questions and explanations if students don't understand them

* lets student ask questions

* pronounces words distinctly

* uses common words

* writes important things on the blackboard

* relates what he is teaching to real life

* asks questions to find out if students understand what he has told them

Take the concept of teacher enthusiasm and make it observable. How many observable referents for enthusiasm can you list:

Teacher Support Specialist Training
Dr. Jane McHaney

Developing Skills for Instructional Supervision: Learning to Distinguish Between Descriptive and Judgmental Statements

"You spent too much time with Bobby during the lesson."

"In the 40-minute lesson you spent 15 minutes with Bobby."

If you were a teacher hearing these statements from a supervisor, is one of them likely to be more threatening to you or produce defensive reactions? If so, which one? What is the difference between these two statements?

Separating the information or facts from their interpretation is a critical skills for supervisors who want to help teachers improve their instruction. Supervisors who do not make this distinction and who tend to be judgmental in their descriptions of classroom occurrences, do not usually succeed in developing a trusting, compatible relationship with the teachers with whom they work. This type of supervision often makes teachers feel that they are on trial, awaiting the verdict to be pronounced by the supervisor-judge. Keep in mind that if the observational report is stated in descriptive terms, a judgment about the effectiveness or appropriateness can always be made later. However, if the report is judgmental rather than descriptive, the information or description is lost.

Judgmental statements usually contain terms or phrases that are nonspecific or undefined. Some judgmental statements refer to a quantity, using terms such as a lot, many, more, or enough. Other judgmental statements refer to a period of time, for example, often, frequently, seldom. Still others refer to a quality that requires personal judgment, for example, good, fair, warm, encouraging.

Descriptive statements, on the other hand, are specifically defined. They state a measured quantity, such as a percentage of the students, all, or none; a measured time, such as 10 times in one-half hour, always, or never, or specific identification of what/who was involved, such as, "The principal stated..." or, "The test scores showed that..."

The distinctions between descriptive and judgmental data are not always clear. In may instances, descriptions and judgments represent opposite ends of a continuum, with some statements reflecting a "middle ground" or one that contains characteristics of both statements. The following examples illustrate this point:

Descriptive	Middle Ground	Judgmental
Every student volunteered twice.	The students were on task 85% of the time.	The teacher involved the students in the lesson
Teacher said "Good thinking" or "nice try" 10 times during the lesson.	Teacher praised students during the lesson.	Teacher was warm and supportive.

Keep in mind that our view of the world comes from our perceptions, conceptual frameworks, and previous experiences. There is no such thing as completely objective data. However, what we need to strive for is to make the data and information we collect as objective and descriptive as we possibly can, knowing that complete objectivity can never be achieved.

Read each statement and identify at which end of the continuum the statement most likely fits by placing a D (descriptive) or J (judgmental) in the space provided. Also, circle the word or words in the statement that most influenced you in making your decision.

___ 1. The teacher is chastising the child.

___ 2. The boy is staring out the window while resting his head on his hand.

___ 3. The boy does not like the lesson.

___ 4. The teacher has his back to the class.

___ 5. The girl is confused by the teacher's explanations.

___ 6. The teacher was in a bad mood four of the seven days he was observed.

Resource: Developing Skills for Instructional Supervision, Edited by James M. Cooper, Longman Press, 1984.

Conferencing

General guidelines for good conferencing:

- Plan and schedule conferences to provide plenty of time.
- Arrange conferences should take place in a private place.
- Provide oral and written feedback should be provided.
- Be specific regarding what was seen in an observation and/or what needs to be done.
- State what was done well and what needs improvement.
- Use notes.
- Group comments in areas (e.g., instruction, management) so that they can be followed more easily.
- Alternate positive and critical comments, ending on a positive note.
- Focus on student behavior to show why teacher behavior needs to change.
- Use a problem solving approach to problems in the classroom (what do you think will work in this situation?).
- Give a rationale for directives.
- Ask questions that help the ST reflect on teaching.
- Listen; don't do all the talking.
- Be aware of non-verbals.

SOME QUESTIONS FOR PREOBSERVATION CONFERENCE

1. What is the purpose of your lesson?

2. What are the objectives of your lesson?

3. What are the characteristics of the learners?

4. What materials/strategies will you be using?

5. What is the best time to come in to observe?

6. What do you feel are your strengths or weaknesses in presenting this lesson?

7. What teaching methods will you use to achieve your objectives?

8. Are there any teacher behaviors you would like me to observe? (eye contact, feedback, wait time, smile)

PRECONFERENCE INFORMATION
(to be filled out by TSS)

Observed Teacher _____ Support Teacher _____

Date of preconference _____

LESSON INFORMATION:

1) What subject will the teacher be teaching when observed?

2) What is the objective(s) of the lesson that will be observed?

OBSERVATION:

1) What is the specific focus of the observation?

2) How will the observational data be recorded?

Date the observation will take place _____

Location: _____ _____ Time: _____

Date the postconference will take place _____

Location: _____ Time: _____

SOME QUESTIONS FOR POST OBSERVATION CONFERENCE

1. Did the lesson go as you expected?

2. What parts of the lesson did not go as well as others?

3. How did you monitor student progress during the lesson?

4. If you taught the lesson again, what teaching strategies would you change or modify?

5. What kinds of teaching techniques did you use to involve all students in the lesson?

6. What particular or special component of your teaching style was emphasized during the lesson?

7. How might you alter or extend the teaching methods and materials used in this lesson to reinforce student learning?

8. What provision had you made for students who might need remediation or enrichment activities at some point during the lesson?

PLANS FOR INSTRUCTIONAL IMPROVEMENT

Postconference Date _____ Observed Teacher _____

Time _____ Support Teacher _____

Objective to be worked on:

Activities to be undertaken to achieve objective:

Resources needed:

Time and date for next preconference:

Progress Report (Narrative)

Lesson(s)_____Time:_____ Date:_____

A. Lesson Preparation:

B. Lesson Implementation:

C. Classroom Management:

D. Professional/Personal Behaviors:

Overall rating:_____satisfactory
_____unsatisfactory

_____ _____
Student Teacher Date

_____ _____
Cooperating Teacher Date

Progress Report (Rating)

Date_____Time:_____Lesson(s)_____

S= Satisfactory NI= Needs improvement NA= Not Applicable

A. Written Lesson Plan
- _____Objectives
- _____Teaching Procedures
- _____Learning Activities
- _____Evaluations
- _____Materials
- _____Individualization

Comments:_____
_____

B. Implementation
- _____Objectives Communicated
- _____Pacing
- _____Organization
- _____Methods
- _____Effectiveness-Student Progress
- _____Teaching Aids
- _____Responsiveness to Students
- _____Discipline
- _____Transitions

Comments:_____
_____

C. Professional/Personal
- _____ Appearance
- _____ Voice
- _____ Self Control
- _____ Flexibility
- _____ Enthusiasm
- _____ Promptness
- _____ Dependability/Responsibility
- _____ Neatness
- _____ Openness to feedback
- _____ Interpersonal relationships with faculty and staff
- _____ Initiative

Comments:_____
_____

_____ _____
Supported Teacher Date

_____ _____
Cooperating Teacher Date

Conference Performance Review (CPR)
Post-Conference Analysis Form

This form is designed to assess conferencing skills. Rate yourself on each of the items below by circling the appropriate number of the five-point scale, 5 being lowest and 1 being highest.

LOW 5 4 3 2 1 HIGH

In thinking about my conference behavior, I do:

1. Make the teacher feel at ease.	5 4 3 2 1
2. Communicate clearly.	5 4 3 2 1
3. Communicate constructive criticism effectively.	5 4 3 2 1
4. Have a willingness to communicate.	5 4 3 2 1
5. Listen carefully to what a teacher has to say.	5 4 3 2 1

In preparing for a conference, I do:

6. Organize information and documentation.	5 4 3 2 1
7. Write suggestions or ideas for the teacher.	5 4 3 2 1
8. Have resources available for use.	5 4 3 2 1
9. Identify my goals for the conference.	5 4 3 2 1
10. Manage to use conference time wisely.	5 4 3 2 1
11. Conduct conference in an orderly environment.	5 4 3 2 1

In examining my skills upon completing a conference, I do:

12. Review the achievement of my goals.	5 4 3 2 1
13. Take time to write down what occurred.	5 4 3 2 1
14. Rethink suggestions/ideas given to the teacher.	5 4 3 2 1
15. Consider a course of action for the future.	5 4 3 2 1
16. Identify skills that need improvement.	5 4 3 2 1

SOURCE: Bey, T.M. (1986). Improve conference performances: Put CPR to use," Thrust for Educational Leadership, Volume 16, No. 1, p. 28-29.

STRATEGIES FOR ANALYZING AND EVALUATING TEACHING EFFECTIVENESS USING A CLINICAL SUPERVISION MODEL

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A Training Session Presented at the 1992 Annual Meeting of the
Mid-South Educational Research Association

Knoxville, Tennessee
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STRATEGIES FOR ANALYZING AND EVALUATING TEACHING EFFECTIVENESS
USING THE CLINICAL SUPERVISION MODEL IN PRESERVICE TEACHER EDUCATION

I. GOALS OF THE PRESERVICE TEACHER EDUCATION PROGRAM

II. IMPLEMENTATION OF THE CLINICAL SUPERVISION MODEL

A. MICROTEACHING LABORATORY EXPERIENCES ON CAMPUS

1. OBJECTIVES FOR LESSON DESIGN AND DEVELOPMENT

2. OBJECTIVES FOR SELF-ANALYSIS AND EVALUATION OF TEACHING EFFECTIVENESS

3. SOURCES AND TYPES OF PERFORMANCE FEEDBACK DATA

4. IMPLEMENTATION OF MICROTEACHING LABORATORY PROCEDURES

a) PERFORMANCE GOAL-SETTING

b) MICROTEACHING LESSON PRESENTATION: ROLES OF TEACHER, PEER OBSERVERS, AND PEER PARTICIPANTS

c) PERFORMANCE REFLECTION

5. FORMATIVE EVALUATION OF STUDENT PERFORMANCE: DEVELOPMENTAL PERFORMANCE RATINGS OF TECHNICAL PROFICIENCY, PRACTICAL REFLECTION, AND CRITICAL REFLECTION

B. CLINICAL TEACHING EXPERIENCES IN THE CLASSROOM

1. REFLECTIVE INQUIRY TEACHING TEAMS

2. OBJECTIVES FOR LESSON PLANNING, IMPLEMENTATION, EVALUATION IN THE FIELD EXPERIENCE CLASSROOM

3. OBJECTIVES FOR ANALYZING AND EVALUATING TEACHING EFFECTIVENESS

4. ROLES OF PEERS AND SUPERVISING TEACHERS IN IMPLEMENTING CLINICAL SUPERVISION CONFERENCES

a) PREOBSERVATION CONFERENCE: PERFORMANCE GOAL-SETTING

b) COLLECTION AND ANALYSIS OF OBSERVATION DATA

c) POST-OBSERVATION FORMATIVE EVALUATION INSTRUCTIONAL CONFERENCE

PRESERVICE TEACHER EDUCATION PROGRAM GOALS

Each student will:

-DEVELOP THE ACADEMIC AND CLINICAL PEDAGOGICAL KNOWLEDGE AND SKILLS REQUIRED TO FUNCTION AS A REFLECTIVE, PROFESSIONAL DECISION-MAKER IN PLANNING, IMPLEMENTING, EVALUATING, AND MANAGING CURRICULUM AND INSTRUCTION DESIGNED TO FACILITATE THE COGNITIVE AND AFFECTIVE DEVELOPMENT OF PUPILS WITH VARYING NEEDS AND CHARACTERISTICS AS LEARNERS.

-DEVELOP THE CLINICAL PEDAGOGICAL KNOWLEDGE, SKILLS, AND ATTITUDES REQUIRED TO DEMONSTRATE THE EFFECTIVE IMPLEMENTATION AND MODELLING OF SYSTEMATIC, REFLECTIVE INQUIRY IN A CONTINUOUS PROFESSIONAL DEVELOPMENT PROCESS.

-DEVELOP THE CLINICAL PEDAGOGICAL KNOWLEDGE, SKILLS, AND ATTITUDES REQUIRED TO DEMONSTRATE THE EFFECTIVE IMPLEMENTATION AND MODELLING OF SELF-DIRECTED AND COLLEGIAL PROFESSIONAL DEVELOPMENT TASKS AND ROLES.

LESSON DESIGN AND DEVELOPMENT
Assignment #2, #3, #4

OBJECTIVES: Given curriculum resources (textbooks and other instructional materials and media) designed for a selected secondary school subject area and grade level, each student will construct written plans for lessons which exemplify the application of the Integrative, Inductive, and Deductive Models of Teaching designed to facilitate the achievement of specific content and process outcomes of instruction. Each of the following design components will be included in the lesson plans:

1. One or more behavioral (performance) objectives which communicate the specific learning outcomes expected to be achieved by pupils at the end of the lesson. Each objective will specify:
   a) What the pupils will be doing or performing (an observable behavior expressed in the form of an active verb) when they are demonstrating that they have achieved the objective,
   b) The conditions under which the pupils will be expected to perform, including any important limiting circumstances of time and space and any materials or cues that will be provided or withheld, and
   c) The criterion or minimum acceptable quantitative or qualitative level at which the pupils must perform in order to demonstrate successful achievement of the objective.
2. An analysis of the content and process outcomes of instruction, as expressed in the lesson objective(s), which specifies:
   a) Each of the concepts and/or generalizations around which the content of the lesson will be organized (For concepts, write a complete sentence which includes the name and definition; for generalizations, write a complete sentence which specifies how two or more concepts are related) and
   b) Each of the categories of cognitive tasks or processes to be demonstrated by the pupils (e.g., knowledge/recall, comprehension, application, analysis, synthesis, evaluation).
3. A description of how the characteristics of the Orientation type of Set Induction technique will be implemented during the lesson.
4. A description of how the pupils' recall of any previously learned content, skills, attitudes, etc. that represent prerequisites for achieving the lesson objectives will be assessed and stimulated.
5. A description of how each of the phases of the Integrative, Inductive, or Deductive Model of Teaching will be implemented during the lesson which specifies:
   a) The sequence of phases prescribed for the implementation of the model and
   b) The key teacher statements or questions that will exemplify the implementatation of each of the phases of the model.
6. A description of how the characteristics of the Review or Transfer type of Closure technique will be implemented during the lesson.
7. A description of the specific questions, procedures, directions, and materials that will be employed to implement a formative evaluation of the pupils' progress toward achieving the lesson objective(s).
8. A criterion-referenced test item/task that matches each lesson objective in terms of the content and process outcome of instruction to be achieved by the pupuls and requires an observable pupil response that can be recorded.

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9. A description of a remedial learning activity designed to provide pupils with additional opportunities to acquire the knowledge or practice the skills required to achieve the lesson objectives.

10. A description of an enrichment activity designed to provide pupils with opportunities to extend and further develop the new knowledge or skills acquired during the lesson by applying the knowledge or skills in a new context or problem situation.

11. A description of the instructional media and materials that will be used by the teacher and/or pupils during the lesson which specifies:
    a) The type of media or materials used (e.g., overhead transparency, diagrams on chalkboard, pictures, films, video/audio tapes, text narrative, newspaper article, etc.) and
    b) How the media and materials will be used to facilitate the pupils' achievement of the lesson objectives (e.g., to represent/illustrate the defining characteristics of the concept, the relationships between concepts, the application of a process or procedure, etc.).

ALTERNATIVE STRATEGIES FOR TEACHING CONCEPTS

CLOSED DEDUCTIVE

1. Provide students with the "textbook" name and definition of the concept.
2. Describe the defining characteristics (critical attributes) of the concept.
3. Provide students with examples of the concept.
4. Provide students with nonexamples of the concept.
5. Ask students to analyze the examples and nonexamples of the concept.
6. Ask students to describe an additional (new) example of the concept.

OPEN DEDUCTIVE

1. Provide students with the name and definition of the concept.
2. Describe some of the defining characteristics (critical attributes) of the concept.
3. Provide students with examples of the concept.
4. Provide students with nonexamples of the concept.
5. Ask students to analyze the examples and nonexamples of the concept.
6. Ask students to evaluate the defining characteristics (critical attributes) of the concept.
7. Ask students to modify and/or develop other defining characteristics (critical attributes) of the concept.
8. Ask students to evaluate the new or modified defining characteristics (critical attributes) of the concept.
9. Provide students with the "textbook" name, definition, and defining characteristics of the concept.
10. Ask students to compare the "textbook" definition of the concept with the definition of the concept they had developed.
11. Ask students to describe an additional (new) example of the concept based on the textbook definition, the definition they had developed, or a definition of the concept that "blends" the two definitions.

CLOSED INDUCTIVE

1. Provide students with descriptions of events/situations that exemplify the concept and descriptions of events/situations that represent nonexamples of the concept. (Do not specify the name, definition, or defining characteristics of the concept at this time)
2. Ask students to analyze the events/situations (to identify the characteristics that are and are not common to each event/situation).
3. Ask students to group the events/situations based on the similarity of their characteristics.
4. Ask students to formulate a name for the events/situations they have grouped together.
5. Ask students to formulate a definition for the events/situations they have grouped together.
6. Provide students with the "textbook" name, definition, and defining characteristics of the concept.
7. Ask students to describe an additional (new) example of the concept.

OPEN INDUCTIVE

1. Provide students with descriptions of events/situations that exemplify the concept and descriptions of events/situations that represent nonexamples of the concept. (Do not specify the name, definition, or defining characteristics of the concept at this time)
2. Ask students to analyze the events/situations (to identify the characteristics that are and are not common to each event/situation).
3. Ask students to group the events/situations based on the similarity of their characteristics.
4. Ask students to formulate a name for the events/situations they have grouped together.
5. Ask students to formulate a definition for the events/situations they have grouped together.
6. Ask students to formulate the defining characteristics of the events/situations they have grouped together.
7. Ask students to describe an additional (new) event/situation that would be an example of the concept for which they have developed a definition.
8. Ask students to evaluate the defining characteristics (critical attributes) of the concept.
9. Ask students to modify and/or develop other defining characteristics (critical attributes) of the concept.
10. Ask students to evaluate the new or modified defining characteristics (critical attributes) of the concept.
11. Provide students with the "textbook" name, definition, and defining characteristics of the concept.
12. Ask students to compare the "textbook" definition of the concept with the definition of the concept they had developed.
13. Ask students to describe an additional (new) example of the concept based on the textbook definition, the definition they had developed, or a definition of the concept that "blends" the two definitions.

ALTERNATIVE STRATEGIES FOR TEACHING GENERALIZATIONS

CLOSED DEDUCTIVE

1. Present the generalization.
2. Describe the concepts that are embedded in the generalization.
3. Provide students with examples (situations/events) in which the generalization applies.
4. Ask students to analyze the examples (to identify the relationship between the concepts or the pattern specified in the generalization).
5. Ask students to apply the generalization by identifying additional examples and/or by making predictions based on the generalization.

OPEN DEDUCTIVE

1. Present the generalization.
2. Describe the concepts that are embedded in the generalization.
3. Provide students with examples (situations/events) in which the generalization applies.
4. Ask students to analyze the examples (to identify the relationship between the concepts or the pattern specified in the generalization).
5. Ask students to evaluate the generalization.
6. Ask students to propose modifications and/or new generalizations.
7. Ask studetns to propose ways to test the modifications or new generalizations.
8. Ask students to gather appropriate evidence to test the modifications or new generalizations.
9. Ask students to evaluate the modification or new generalization.

CLOSED INDUCTIVE

1. Present examples (situations/events) in which the generalization is embedded but do not identify the generalization.
2. Ask students to analyze the examples (to identify the relationships between concepts or the pattern that is illustrated in the situations/events).
3. Ask students to state the generalization.
4. Ask students to evaluate the generalization on the basis of the given examples.
5. Ask students to apply the generalization by identifying additional examples and/or by making predictions based on the generalization.

OPEN INDUCTIVE

1. Present examples (situations/events) in which the generalization is embedded but do not identify the generalization.
2. Ask students to analyze the examples (to identify the relationships between concepts or the pattern that is illustrated in the situations/events).
3. Ask students to state the generalization.
4. Ask students to evaluate the generalization on the basis of the given examples.
5. Ask students to propose new evidence or examples of the generalization.
6. Ask students to suggest modifications and/or new generalizations.
7. Ask students to propose ways to test the modifications or new generalizations.
8. Ask students to gather appropriate evidence to support the modification or new generalizations.
9. Ask students to evaluate the modification or new generalization.

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ALTERNATIVE PROBLEM SOLVING STRATEGIES

CLOSED DEDUCTIVE

1. Present a conclusion regarding a problem situation or issue.
2. Provide students with the evidence that supports the conclusion.
3. Ask students to analyze the evidence (to explain how the evidence supports the conclusion).
4. Ask students to apply the conclusion to a new situation/event.

OPEN DEDUCTIVE

1. Present a conclusion regarding a problem situation or issue.
2. Provide students with the evidence that supports the conclusion.
3. Ask students to analyze the evidence (to explain how the evidence supports the conclusion).
4. Ask students to evaluate the evidence (to identify how well the evidence supports the conclusion).
5. Ask students to develop alternative conclusions.

CLOSED INDUCTIVE

1. Present the problem situation or issue.
2. Present the facts that are relevant to the problem situation or issue, including those that are central to the problem situation or issue (potential evidence).
3. Ask students to analyze the facts (to identify potential evidence upon which a conclusion regarding the issue or a solution to the problem could be based).
4. Ask students to draw a conclusion or propose a solution.
5. Ask students to apply their conclusion or solution.

OPEN INDUCTIVE

1. Present the problem situation or issue.
2. Present the facts that are relevant to the problem situation or issue, including those that are central to the problem situation or issue (potential evidence).
3. Ask students to analyze the facts (to identify potential evidence upon which a conclusion regarding the issue or a solution to the problem could be based).
4. Ask students to evaluate the facts (to identify the best evidence upon which a conclusion regarding the issue or a solution to the problem could be based).
5. Ask students to develop a tentative conclusion or solution.
6. Ask students to propose a plan for testing the conclusion or solution.
7. Ask students to evaluate their conclusion or solution based on the results of the test.
8. Ask students to identify a modification of their conclusion or solution that may be needed as a result of the test.

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Assignment #5

Analysis and Evaluation of Teaching Effectiveness
Microteaching Lesson Presentation

OBJECTIVES: Given a variety of types and sources of performance feedback data (observation data collected and recorded by self, peers, videotape), each student will analyze and evaluate the effectiveness of his/her microteaching lesson presentation by:

1. Describing the intended and actual teacher behavior and the expected and actual student responses that occurred during a pre-selected "critical event" in the lesson presentation.
2. Assessing the degree of match between the intended and actual teacher behavior and the expected and actual student response that occurred during the "critical event".
3. Assessing the effects of the actual/observed teacher behavior (that occurred during the "critical event") in terms of the probability that it would increase, decrease, or have no effect on the pupils' active involvement in the learning activity or their ability to achieve the lesson objective.
4. Formulating a conclusion or explanation regarding the causes of the high, moderate, or low degree of match between the expected and actual student responses that occurred during the "critical event".
5. Formulating a generaliztion or hypothesis regarding the teacher behavior (in planning or implementing instruction) that would maintain or improve teaching effectiveness.
6. Describing and assessing the effects of the relationship between their intended and actual teaching behavior and the expected and actual student responses during the lesson based on the following sources of performance feedback data:
   a) the record of pupils' responses to the criterion-referenced test items designed to assess their achievement of the lesson objective.
   b) data collected by self or peer observations of the teacher behaviors and pupil responses that were exhibited during the implementation of each of the major design components of the lesson (set induction, prerequisite assessment/stimulation, phases of the Integrative Model of Teaching, formative evaluation, closure).
   c) data collected by self or peer observations of the pattern of verbal interactions that occurred during the lesson or

      data collected by self or peer observations of the types of questions that were asked by the teacher during the lesson.
   d) data collected by self or peer observations of the teacher behaviors and pupil responses that were exhibited during the implementation of one or more of the GTOI dimensions of teaching.

MICROTEACHING LABORATORY PROCEDURES

A. PERFORMANCE GOAL-SETTING

1. My name is _____. I will be demonstrating the INTEGRATIVE MODEL OF TEACHING as I teach this lesson in the secondary school (subject area) curriculum.
2. The content focus of this lesson is the generalization, . . .
3. The objective(s) of this lesson is (are) . . . .
4. I plan to assess the students' achievement of this (these) objective(s) by. . .
5. I plan to provide the students with an orientation type of set induction for the lesson by . . .
6. I plan to assess (or stimulate) the students' recall of the knowledge and skill prerequisites for this lesson by . . .
7. I plan to use the following questions and statements to implement the phases of the integrative model of teaching. During the
   a) Describing Phase, I will ask (state):
   b) Comparing Phase, I will ask (state):
   c) Explaining Phase, I will ask (state):
   d) Hypothesizing Phase, I will ask (state):
   e) Generalizing Phase, I will ask (state):
8. I plan to provide the students with a closure for the lesson by . . . .
9. The "window" I've selected for the analysis and evaluation of my teaching effectiveness will occur during the _____ part of the lesson. At this particular point in the lesson,
   a) I plan to ask (state):
   b) I expect students to be able to respond by (asking,stating, demonstrating) that . . .
10. I selected this point in my lesson as my "window" for self-observation because . . .

B. MICROTEACHING LESSON PRESENTATION

C. PERFORMANCE REFLECTION

1. During the "window" that I selected for the analysis and evaluation of my teaching effectiveness,
   a) I recall that I . . . (Describe as specifically as possible, do not evaluate, exactly what you did or said at this point in the lesson)
   b) I recall that the students . . . (Describe as specifically as possible, do not interpret, exactly what students did or said at this point in the lesson)
2. I would rate the degree of match between what I intended to say/do and what I actually said/did at this point in the lesson as (high or moderate or low) because . . .
3. I would rate the degree of match between what I expected the students to say/do and what they actually said/did at this point in the lesson as (high, moderate, low) because . . .

4. I think that what I actually said/did at this point in the lesson probably had

   a. the effect of (increasing or decreasing) the students' ability to achieve the lesson objective because. . .

      (Now you get to interpret the students' responses!)

   or

   b. no effect(that I could detect)on the students' ability to achieve the lesson objective because . . .

5. After teaching this lesson and thinking about the way students responded to some of the things I said and did, I have formed some tentative conclusions about my teaching effectiveness:

   a) It helps students to ..(describe some desirable learning outcome) when I . . . (describe an effective teaching behavior; what "works").

   b) In order to help students to . . . (describe some desirable learning outcome) I could also try to . . .(describe some alternative teaching behaviors in planning or implementing or evaluating instruction that might improve your teaching effectiveness).

ANALYSIS AND EVALUATION OF TEACHING EFFECTIVENESS

Name:_____ Date Lesson Taught _____ Period:___ Class:_____

Lesson Content Focus or Objectives: (Attach Lesson Plan)

Teacher Behavior Intended to be Performed/Exhibited:	Student Response/Behavior Expected to be Elicited/Exhibited:
Actual, Observed Teacher Behavior	Actual, Observed Student Response
Degree of Match: H M L	Degree of Match: H M L

Effects: The actual, observed teacher behavior increased__decreased__had no effect on__ the students' active involvement in the learning activity and/or ability to achieve the objectives.

Explanation/Conclusion regarding Causes of the High, Moderate, or Low Match between the expected and actual (observed) student response/behavior:

Generalizations/Hypotheses regarding Maintenance or Improvement of Teaching Effectiveness:

MICROTEACHING LABORATORY TASK SEQUENCE

TIME		TASK
9:00 am. - 9:10 am.	Teacher #1:	Preparation of Instructional Setting
9:10 am. - 9:15 am.	Teacher #1:	Performance Goal-Setting
9:15 am. - 9:50 am.	Teacher #1:	Microteaching Lesson Presentation
9:50 am. - 10:05 am.	Teacher #1:	Performance Reflection
	Observers:	Completion of Performance Feedback Records
	Participants:	Completion of Microteaching Lesson "Test"
10:05 am. - 10:15 am.	Teacher #2:	Preparation of Instructional Setting
10:15 am. - 10:20 am.	Teacher #2:	Performance Goal-Setting
10:20 am. - 10:55 am.	Teacher #2:	Microteaching Lesson Presentation
10:55 am. - 11:10 am.	Teacher #2:	Performance Reflection
	Observers:	Completion of Performance Feedback Records
	Participants:	Completion of Microteaching Lesson "Test"
11:10 am. - 11:20 am.	Teacher #3:	Preparation of Instructional Setting
11:20 am. - 11:25 am.	Teacher #3:	Performance Goal-Setting
11:25 am. - 12:00 pm.	Teacher #3:	Microteaching Lesson Presentation
12:00 pm. - 12:15 pm.	Teacher #3:	Performance Reflection
	Observers:	Completion of Performance Feedback Records
	Participants:	Completion of Microteaching Lesson "Test"

DEVELOPMENTAL PERFORMANCE RATING SCALE
for
EVALUATING COURSE ASSIGNMENT PRODUCTS

Level — **Indicators**

(5) CRITICAL REFLECTION

-Each of the objectives and performance criteria prescribed for the assignment have been achieved in a superior manner. The overall quality of the product reflects the attainment of a more than adequate level of skill or understanding.

-A teaching practice is evaluated by:

a) Describing the degree to which it is consistent with concept definitions or generalizations (findings) derived from specific (referenced) research studies which form the research knowledge base for teaching and learning processes.
b) Describing the potential positive and/or negative consequences for the teacher in planning, implementing, evaluating or managing instruction in a particular classroom context (defined in terms of the specific activities or objectives designed for a specific subject area and grade level of the secondary school curriculum).
c) Describing the potential positive and/or negative consequences for meeting the needs of students with varying characteristics as learners (defined in terms of specific levels and types of development, cultural/linguistic background, motivation, exceptionality, learning style, etc.) in a particular classroom context.
d) Describing the potential positive and/or negative consequences for the achievement of the personal, social, and academic domains of goals or aims for education in the public schools.

(4) PRACTICAL REFLECTION

-Each of the objectives and performance criteria prescribed for the assignment have been achieved in a superior manner. The overall quality of the product reflects the attainment of a more than adequate level of skill or understanding.

-A teaching practice is evaluated by:

a) Describing the degree to which it is consistent with concept definitions or generalizations (findings) derived from specific (referenced) research studies which form the research knowledge base for teaching and learning processes.
b) Describing the potential positive and/or negative consequences for the teacher in planning, implementing, evaluating or managing instruction in a particular instructional context.

(3) TECHNICAL PROFICIENCY

-Each of the objectives and performance criteria prescribed for the assignment have been achieved in a satisfactory or superior manner. The overall quality of the product reflects the attainment of an adequate level of skill or understanding.

(2)-Most of the objectives and performance criteria prescribed for the assignment have been achieved in a satisfactory manner. Relatively few additions or modifications are needed in order to achieve a satisfactory performance rating. Respond to corrective feedback provided by the instructor and submit the assignment product for re-evaluation.

(1)-A few or some of the objectives and performance criteria prescribed for the assignment have been achieved in a satisfactory manner. Significant modifications or additions are needed in order to achieve a satisfactory performance rating. Review the instructional materials relevant to the assignment and arrange for a conference with the instructor as soon as possible to receive corrective feedback.

FORMATIVE EVALUATION RECORD

Name:_____ **SSN:**_____ **Course:**_____ **Qtr/Yr:**_____

Secondary Education Teaching Field: _____

Assignments	**Performance Rating**
1. Design & Implementation of Cooperative Learning Group Activities . .	1 2 3 4 5
2. Lesson Design & Development: Inductive Model of Teaching	1 2 3 4 5
3. Lesson Design & Development: Deductive Model of Teaching	1 2 3 4 5
Microteaching Laboratory Experiences	
4. Lesson Design & Development: Integrative Model of Teaching	1 2 3 4 5
5. Analysis & Evaluation of Teaching Effectiveness	1 2 3 4 5
Classroom Management Studies	
6. Analysis & Evaluation of Classroom Management Strategies **or** . . .	1 2 3 4 5
7. Developing a Comprehensive Plan for Classroom Management	
Clinical Observation and Teaching Experiences	
8. Identifying & Analyzing Types and Patterns of Questions	1 2 3 4 5
9. Identifying & Analyzing Verbal Interaction Patterns	1 2 3 4 5
10. Unit Planning, Implementation and Evaluation	1 2 3 4 5
11. Lesson Planning, Implementation and Evaluation	1 2 3 4 5
12. Analysis & Evaluation of Teaching Effectiveness	1 2 3 4 5
13. Design & Interpretation of Student Evaluations of Teaching Effectiveness	1 2 3 4 5
14. Summary Self-Evaluation of Professional Development	1 2 3 4 5

Total Number of Assignments with Performance Ratings of: 1____ 2____ 3____ 4____ 5____

Fall 1992

The Reflective Inquiry Teaching Teams Project

WHO This project will involve students in the undergraduate and post-baccalaureate initial certification programs in secondary education at Kennesaw State College; master teachers selected by principals to serve as cooperating teachers/supervisors of the students; Dr. William Impey, the college instructor/supervisor; and Dr. George Hess, Director of Educational Field Experiences.

WHERE Students enrolled in EDSM 332 and EDSM 563 (Methods courses in Secondary Education) will complete the field experience component of these courses in secondary schools selected as special sites for clinical studies in reflective teaching.

WHEN The five-week field experience component of the course will begin on Monday, October 19 and end on Monday, November 23. During this time, the students will observe the classes, serve as instructional aides, and assume the full teaching role for a week under the direction of the cooperating classroom teacher.

HOW Students will be assigned in pairs to two classes (usually 1st and 2nd or 2nd and 3rd periods) under the direction of the cooperating teacher. During the last week of the field experience, each student in the Reflective Inquiry Teaching Team will be expected to plan, implement, and evaluate a sequence of lessons (unit) in one of the two classes to which he/she has been assigned. During this time, the other member of the team will collect observation data designed to provide his/her peer with the type of information needed to implement a systematic self-analysis and evaluation of teaching effectiveness. Observation data will be collected with instruments designed to record the types of questions asked, the types of response opportunities provided for students, the teacher-student and student-student verbal interaction patterns, and selected GTOI teaching dimensions. Observation data will also be collected through audiotape recordings and at least one videotape recording of one of the lessons taught in each class. Prior to the field experience, students will have received training in the collection and analysis of observation data during micro-teaching laboratory activities on campus.

WHY The purpose of this project is to provide students with the specialized training, the support system, and the types of feedback data required to facilitate their development of reflective inquiry skills. Traditionally, the focus of field experiences has been to help students develop specific teaching skills such as those included on the GTOI. This project represents an effort to help students learn how to select and integrate the application of those skills in the context of a systematic study of the relationship between alternative teaching behaviors and the improvement of learning opportunities for pupils in specific subject areas of the secondary school curriculum. The specialized training that students receive in both the on-campus course and the field experience classroom is designed to help them develop the knowledge, skills, and attitudes that will enable them to engage in a continuous process of professional development throughout their teaching career.

KENNESAW STATE COLLEGE

Department of Secondary and Middle School Education

Course: EDSM 332, Secondary Instructional Design and Application — **Fall, 1992**
EDSM 563, Methods in Secondary Education

Instructor/College Supervisor: Dr. William Impey, Office: 423-6351 Home: 974-2765

Field Experience Placement Requested: Two classes within the first 3 periods, M-F

MONDAY, OCTOBER 19 - MONDAY, NOVEMBER 23

FIELD EXPERIENCE DESCRIPTION

PURPOSE: The primary purpose of this pre-student teaching field experience is to provide students with an opportunity to develop skill in planning, implementing, and evaluating instruction in a secondary school classroom setting under the direction of a master teacher. It is designed to help students develop adequate entry-levels of competence in the application of specific skills and to identify the areas of knowledge and skill they will need to develop further during the student teaching experience. Students may be assigned to the classes in pairs to engage in the Reflective Inquiry Teaching Teams Project or they may be assigned to the classes as "singles".

STUDENT'S RESPONSIBILITIES: During the field experience, the student is expected to assume full responsibility for the planning, teaching, and evaluation of a unit of instruction in one or both of the classes to which he/she has been assigned. The number, length, content, methods, and other characteristics of the sequence of lessons comprising the unit must be consistent with the characteristics of the pupils, the subject matter to be taught, and the goals for instruction established by the cooperating teacher. After teaching each lesson, the student will complete a written analysis and evaluation of his/her teaching effectiveness and prepare to respond to feedback received from the cooperating teacher. When not actually teaching, the student is expected to assist the cooperating teacher in the implementation of classroom instructional and administrative tasks or to complete observations of the class in order to prepare for the successful assumption of full teaching responsibilities. The student is expected to adhere to all of the school's rules and regulations and must exhibit the highest standards of professional conduct in all relations with pupils, teachers, administrators, supervisors, and other members of the school community.

COOPERATING TEACHER'S ROLE: In order to facilitate the student's professional development, the cooperating teacher should be willing to:

1. Advise the student of the goals to be achieved and the general procedures to be employed in planning, delivering, evaluating, and managing instruction appropriate for the pupils in each class.

2. Prepare the student for the successful assumption of full teaching responsibilities by providing the student with appropriate opportunities to observe and assist in the implementation of administrative and instructional tasks in each class.

3. Provide the student with appropriate opportunities to assume full teaching responsibilities in each assigned class (planning, teaching, and evaluating a sequence of lessons (unit) for approximately one week.)

4. Observe the student's teaching performances and provide the feedback and guidance needed to improve the student's teaching effectiveness.

5. Advise the student and the college supervisor of the student's progress in developing satisfactory levels of pedagogical knowledge and skills.

6. Complete a midterm and final evaluation of the student's field experience performance.

COLLEGE SUPERVISOR'S ROLE: During the field experience, the college supervisor will arrange visits to the classroom to observe and evaluate the student's application of specific teaching skills, provide the feedback and guidance needed to improve the student's teaching effectiveness, and confer with the cooperating teacher regarding the student's progress in developing satisfactory levels of pedagogical knowledge and skills.

EDSM 332/563 PLANNED SCHEDULE OF FIELD EXPERIENCE ACTIVITIES FALL, 1992

OCT. 19 - 23 ORIENTATION (M-F, two class periods)

-Discuss the Field Experience Description and Planned Schedule of Field Experience Activities with the cooperating teacher. Identify any modifications in the planned schedule of field experience activities that may be necessary.

-Review the course outline/syllabus and the content of the textbooks used in each class. Consult with the cooperating teacher to identify the area of content that will be covered in each class during the next 5 weeks.

-Review the faculty/student handbook and consult with the cooperating teacher to identify the rules and expectations for teachers (e.g., check-in times, procedures for informing school administrators when you will be absent) and students (e.g., penalties for violating conduct rules) in the school.

-Identify and locate the types of instructional media and equipment used in each class. Consult with the cooperating teacher to identify the procedures for obtaining or producing instructional media and materials.

-Observe the classes and consult with the cooperating teacher to identify the general patterns of instructional activities and expectations for student conduct that have been established in each class.

-Construct a seating chart for each class, begin to learn students' names.

-Assist in the implementation of classroom administrative and instructional tasks as directed by the cooperating teacher.

-Arrange a specific day, time, and place for brief, weekly conferences with the cooperating teacher. The purpose of the conference is to obtain feedback regarding your performance during the previous week and to obtain information regarding expectations for your performance and activities during the next week.

OCT. 26 - 30 **OBSERVATION/ASSISTANCE** **(M-F, two class periods)**

-Observe and analyze the pattern of teacher-student and student-student interactions, sequence of instructional activities, and other routines established in each class.

-Assist in the implementation of classroom administrative and instructional tasks as directed by the cooperating teacher.

-Review the content to be covered during the time frame established for your assumption of the full teaching role in each class.

-Develop a written plan (proposal) for teaching a unit of instruction in each class. The sequence of lessons comprising each unit should encompass approximately 5 days. The unit plan will include: 1) an outline of the content to be covered in the unit, 2) objectives for each lesson/day, 3) teaching procedures and learning activities to be implemented during each lesson/day, 4) instructional media/materials that will be used during each lesson/day, 5) test items, questions, etc. that will be used to provide a formative and/or summative evaluation of pupils' achievement of each of the lesson objectives.

NOV. 2 - 6 **OBSERVATION/ASSISTANCE** **(M-F, two class periods)**

-Present your proposed unit plans to the cooperating teacher for review and critique.

-Observe and analyze the pattern of teacher-student, student-student interactions, sequence of instructional activities, and other routines established in each class.

-Assist in the implementation of classroom administrative and instructional tasks as directed by the cooperating teacher.

NOV. 9 - 13 **OBSERVATION/ASSISTANCE** **(M-F, two class periods)**

-Revise unit plans in response to feedback received from the cooperating teacher.
-Identify specific tasks to perform in response to the cooperating teacher's midterm evaluation of your progress.

-Observe and analyze the pattern of teacher-student, student-student interactions, sequence of instructional activities, and other routines established in each class.

-Assist in the implementation of classroom administrative and instructional tasks as directed by the cooperating teacher.

-Locate, produce, organize, and duplicate any instructional materials/media needed to implement the instructional and evaluation activities/tasks planned for the units to be taught during the following week.

NOV. 16 - 20 **TEACHING*** **(M-F, two class periods)**

***NOTE: The timing of your assumption of the full teaching role will vary depending upon a) the particular goals established for each class by the cooperating teacher and b) the cooperating teacher's assessment of your readiness to assume the full teaching role.**

-Assume full responsibility for planning, implementing, and evaluating a sequence of lessons (unit) in each class.

-Complete a written analysis and evaluation of your teaching effectiveness for each lesson taught in each class during your assumption of the full teaching role.

-Revise plans for implementing and evaluating lessons based on both your self-evaluations and the feedback you receive from the cooperating teacher.

-Arrange a specific day, time, and place to discuss the final evaluation of your performance in the field experience with the cooperating teacher.

-Administer the student feedback questionnaire on the last day you will be in the classroom. Ask the students to return the completed questionnaires to the cooperating teacher.

NOV. 23 & 24

-Continue the full teaching role as needed to complete the planned sequence of lessons in each class.

-Discuss the final evaluation of your performance in the field experience with the cooperating teacher. Deliver the completed final evaluation instrument to the instructor as soon as possible, no later than **Nov. 24.**

-Discuss the students' responses on the feedback questionnaire with the cooperating teacher and complete an analysis and evaluation of the patterns in the students' responses. Bring the raw data (completed student questionnaires) and your analysis/evaluation of the students' responses to the Individual Summary Evaluation Conference with the instructor.

-Individual Summative Evaluation Conferences: (20 min. each) arranged with the instructor, on campus in ED 220, 8:30am. - 4:30pm. Reflective Inquiry Portfolios and all course assignments are due on Nov. 24.

DEC. 1

-**Class Summative Evaluation Conference:** Evaluation of instruction in the course and the field experience, 11:00am. - 12:00pm., ED 226.

Note: Reflective Inquiry Seminars are planned for Fridays, 11:30am. - 12:20pm., Oct. 23, 24, Nov. 6, 13, and 20.

LESSON PLANNING, IMPLEMENTATION, EVALUATION - FIELD EXPERIENCE SITE
Assignment # 11

OBJECTIVES: Given the curriculum resources (textbooks and other instructional media/ materials) and a plan (approved by the cooperating teacher) for implementing and evaluating a unit of instruction designed for pupils in two classes at the field experience site, each student will construct a written lesson plan for implementing and evaluating the instruction to be provided each day during the assumption of the full teaching role in each of the classes to which he/she has been assigned at the field experience site. Each lesson plan will include the following components:

1. One or more Objectives which communicate the specific learning outcomes expected to be achieved by students at the end of the lesson. Each objective must take the form of a statement that exemplifies the Gronlund, Mager, or McAshan format for specifying intended learning outcomes.
2. A description of the Instructional Strategy and/or Learning Activities designed for the lesson which specify the sequence of:
   a) The specific teacher behaviors to be exhibited during the lesson (e.g., the key statements, definitions, examples, questions, etc. that will be used to explain or demonstrate the content or skills selected as the focus of instruction), and/or
   b) The specific activities or tasks in which the students will be engaged during the lesson.
   c) The specific teacher behaviors (key statements, questions, etc.) that will be used to implement a selected type of Set Induction technique during the lesson presentation.
   d) The specific teacher behaviors (key statements, questions, etc.) that will be used to implement a selected type of Closure technique during the lesson presentation.
3. A description of the specific Instructional Media and Materials that will be used by the teacher and/or pupils during the lesson.
4. A test item or question designed to provide a Formative Evaluation of the pupils' progress toward achieving the lesson objective and/or a Summative Evaluation of the pupils' achievement of the lesson objective.

Assignment # 12

Analysis and Evaluation of Teaching Effectiveness
Clinical Teaching Experience

OBJECTIVES: Given a variety of types and sources of performance feedback data (observatic data collected and recorded by self, peer, cocperating teacher, audiotape, or videotape), each student will, during the assumption of the full teaching role in the secondary school field experience classroom,

1. Complete a written analysis and evaluation of his/her teaching effectiveness during at least five of the lessons presented to pupils in the secondary school classroom by:

   a) describing the intended and actual teacher behaviors and the expected and actual student responses that occurred during a pre-selected "critical event" in the lesson,

   b) assessing the degree of match between the intended and actual teacher behavior and the expected and actual student responses that occurred during the "critical event",

   c) assessing the effects of the actual/observed teacher behavior (that occurred during the "critical event") in terms of the probability that it would increase, decrease, or have no effect on the pupils' active involvement in the learning activity or their ability to achieve the lesson objective,

   d) formulating a conclusion or explanation regarding the causes of the high, moderate, or low degree of match between the expected and actual student responses that occurred during the "critical event".

   e) formulating a generalization or hypothesis regarding the teacher behaviors (in planning or implementing instruction) that would maintain or improve his/her teaching effectiveness.

2. Complete a written analysis and evaluation of his/her teaching effectiveness during at least one of the lessons presented to pupils in the secondary school classroom based on the following types of performance feedback data:

   a) the record of teacher behaviors and pupil responses that were exhibited during the implementation of the set induction, the closure, and the planned sequence of teacher-focused and student-focused content development activities designed for the lesson,

   b) the record of pupils' responses to the test item, question, or task designed to provide a formative evaluation of the pupils' progress toward achieving the lesson objective or a summative evaluation (CRT) of the pupils' achievement of the lesson objective, and

   c) the record of teacher-pupil verbal interaction patterns that were exhibited during the lesson or

   d) the record of the types and patterns of questions that were asked by the teacher during the lesson or

   e) the record of the teacher behaviors and pupil responses that were exhibited during the implementation of one or more of the following pre-selected GTOI teaching task dimensions: content emphasis, content linking, promoting engagement, monitoring student progress, responding to adequate student performance, responding to inadequate student performance, supporting students, managing noninstructional tasks, using instructional time effectively, managing the physical setting, monitoring and maintaining appropriate student behavior.

ANALYSIS AND EVALUATION OF TEACHING EFFECTIVENESS

Name:_____ Date Lesson Taught _____ Period:___ Class:_____

Lesson Content Focus or Objectives: (Attach Lesson Plan)

Teacher Behavior Intended to be Performed/Exhibited:	Student Response/Behavior Expected to be Elicited/Exhibited:
Actual, Observed Teacher Behavior	Actual, Observed Student Response
Degree of Match: H M L	Degree of Match: H M L

Effects: The actual, observed teacher behavior increased__ decreased__ had no effect on___ the students' active involvement in the learning activity and/or ability to achieve the objectives.

Explanation/Conclusion regarding Causes of the High, Moderate, or Low Match between the expected and actual (observed) student response/behavior:

Generalizations/Hypotheses regarding Maintenance or Improvement of Teaching Effectiveness:

ANALYSIS AND EVALUATION OF SUPERVISION EFFECTIVENESS

___Preobservation Conference ___ Observation Data Collection and Analysis ___Postobservation Conference

Focus of Teacher Development: ___Preactive Planning Skills ___ Interactive Teaching Skills
___Reflective Inquiry Skills. Specific Skill: _____

Supervision Task/Behavior Intended to be Performed/Exhibited:	Teacher Response/Behavior Expected to be Elicited/Exhibited:
Supervision Task/Behavior Actually Performed/Exhibited:	Teacher Response/Behavior Actually Elicited/ Exhibited:
Degree of Match: H M L	Degree of Match: H M L

The actual (observed) teacher behavior indicated an __excellent __above average __average __below average level of skill and an __increase ___ decrease __no change in ability to perform the skill effectively.

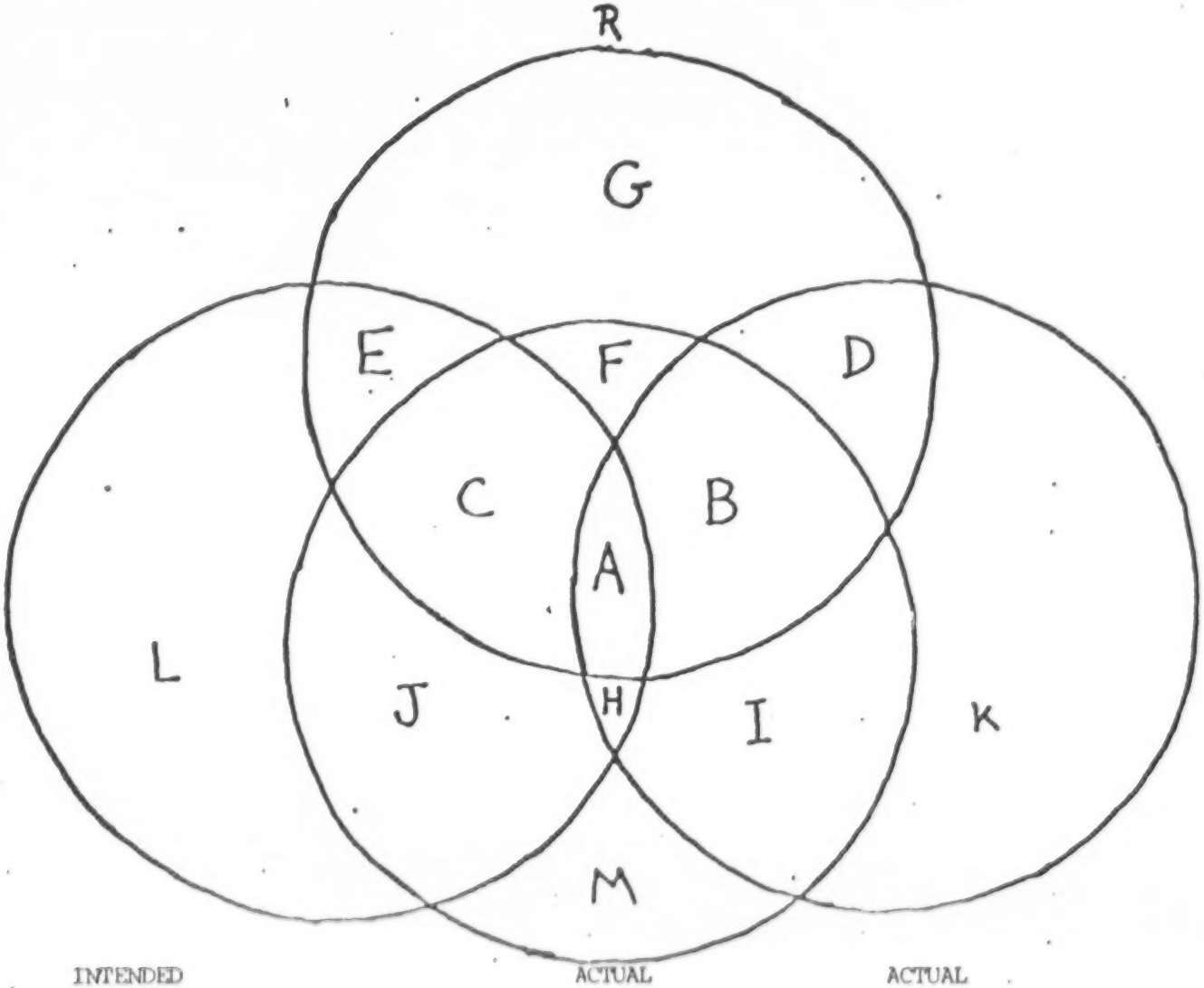
Explanation/Conclusion regarding Causes and Effects of the High, Moderate, or Low Match between the expected and actual (observed) teacher response/behavior:

Generalization/Hypothesis regarding Maintenance or Improvement of Supervision Effectiveness:

W. IMPEY 10-12-92

REFLECTIVE INQUIRY

RECONSTRUCTION OF PLANNING AND IMPLEMENTATION EVENTS



INTENDED	ACTUAL	ACTUAL
Learning Outcomes	Learning	Learning
Learning Environment	Environment	Outcomes

DEFINITIONS OF DATA REGIONS

REGION	EVENTS	
H	$I_{LE} = A_{LE}$	Elements of the design of the learning environment were implemented as intended.
	$I_{LO} = A_{LO}$	The students achieved the intended learning outcomes.
J	$I_{LE} = A_{LE}$	Elements of the design of the learning environment were implemented as intended.
	$I_{LO} \neq A_{LO}$	The students did not achieve the intended learning outcomes.
I	$I_{LE} \neq A_{LE}$	Elements of the design of the learning environment were not implemented as intended.
	$I_{LO} = A_{LO}$	The students achieved the intended learning outcomes.
L	$I_{LE} \neq A_{LE}$	Elements of the design of the learning environment were not implemented as intended.
	$I_{LO} \neq A_{LO}$	The students did not achieve the intended learning outcomes.
M	$A_{LE} \neq I_{LE}$	New, unplanned elements that were implemented in the design of the learning environment.
K	$A_{LO} = I_{LO}$	New, unplanned or unanticipated learning outcomes.

RECONSTRUCTION OF EVENTS - DATA AVAILABLE FOR ANALYSIS AND EVALUATION OF TEACHING EFFECTIVENESS

A	R = A	The teacher cites evidence for and identifies both the relationship between the elements in the design of the learning environment that were intended to be implemented and that were actually implemented and the relationship between the learning outcomes that were intended to be achieved and the learning outcomes that were actually achieved by the students.
B	R = B	The teacher cites evidence for and identifies the relationship between the learning outcomes that were intended to be achieved and the learning outcomes that were actually achieved by students.
C	R = C	The teacher cites evidence for and identifies the relationship between the elements in the design of the learning environment that were intended to be implemented and that were actually implemented.
D	R = D	The teacher cites evidence for and identifies the actual learning outcomes that were achieved by the students.
E	R = E	The teacher cites evidence for and identifies the elements in the design of the learning environment that were intended to be implemented.
F	R = F	The teacher cites evidence for and identifies the elements in the design of the learning environment that were actually implemented.
G	R = G	The teacher cites events which reflect neither the elements in the design of the learning environment that were intended or actually implemented nor the learning outcomes that were intended or actually achieved by the students.

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POTENTIAL VALUE OF RECONSTRUCTED DATA REGIONS FOR EVALUATING EFFECTIVENESS

	HYPOTHESES	V. HIGH	HIGH	MODERATE	LOW	VERY LOW
PLANNING EFFECTIVENESS		C	E + F	E or F		G
	$I_{Le} = A_{Le}$	R = E/F	R = E R = F	R = E R = F R ≠ F R ≠ E		R ≠ F R ≠ E
	$I_{Le} \neq A_{Le}$					
IMPLEMENTATION EFFECTIVENESS		B	D + F	D or F		G
	$A_{Le} = A_{Bo}$	R = D/F	R = D R = F	R = D R = F R ≠ F R ≠ D		R ≠ D R ≠ F
	$A_{Le} \neq A_{Bo}$					

	HYPOTHESES	V. HIGH	HIGH	MODERATE		LOW	V. LOW
MODEL EFFECTIVENESS		A	C + B	C or B	E + F + D	E + F or D	G
	$I_{Le} = A_{Le} = A_{Bo}$	R = E/F / D/F or R = C/B	R = E/F R = D/F	R = E/F R ≠ D/F R = D/F R ≠ E/F	R = E R = F R = D	R = E R = E R = F R ≠ F R ≠ D R = D	R ≠ E R ≠ F R ≠ D
	$I_{Le} = A_{Le} \neq A_{Bo}$					E or F + D R = E R ≠ E R ≠ F R = F R = D R = D	
ADAPTATION EFFECTIVENESS	$I_{Le} \neq A_{Le} = A_{Bo}$					E or F or D R = E R ≠ F R ≠ D R ≠ E R = F R ≠ D R = D R ≠ E R ≠ F	

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